

BIG IDEAS

Media arts reflect the interconnectedness of the individual, community, history, and society.

Growth as an **artist** is dependent on perseverance, resilience, refinement, and reflection.

Meaningful artistic expression requires the combined engagement of the **mind and body**.

Traditions, perspectives, worldviews, and stories can be shared through media arts.

Learning Standards

Curricular Competencies	Content
<p><i>Students will be able to use creative processes to:</i></p> <p>Exploring and creating</p> <ul style="list-style-type: none"> • Create media collaboratively and individually using imagination, observation, and inquiry in connection with family members, community, and the world • Engage in appropriate risk taking to express ideas, thoughts, emotions, and points of view • Experiment with a wide range of media arts materials, technologies, and processes to create works of art • Explore existing, new, and emerging technologies and media art • Apply knowledge and skills from other contexts in planning, creating, interpreting, and analyzing a variety of media • Create images using creative processes and skills that depict a variety of values, traditions, characteristics of other artists, movements, and historical and contemporary themes • Refine skills and techniques using a range of styles and a variety of sources of inspiration • Demonstrate ways to balance aesthetic design with feasibility and practical application • Investigate and identify ways that media arts reflect concern for, or respond to, social and environmental issues • Create images using sound and movement • Create drafts, storyboards, and/or revisions, and develop a plan and overcome challenges in realizing the work 	<p><i>Students are expected to know the following:</i></p> <ul style="list-style-type: none"> • media technologies for image development and design and for manipulation of selected visual elements of design • principles of design • image development strategies • standards-compliant technology • common vocabulary used in media arts, related to artworks, materials, and processes • a range of materials, processes, and techniques • a wide variety of image sources • media production skills: <ul style="list-style-type: none"> – pre-production – production – post-production • ethical, moral, and legal considerations associated with using media arts technology • the influence of visual culture in media • persuasive techniques • the influence of social, cultural, historical, political, and personal context on artistic works

Learning Standards (continued)

Curricular Competencies	Content
<p>Refining and reflecting</p> <ul style="list-style-type: none"> • Understand the purpose of a critique and choose when to apply suggestions • Describe and analyze, using the language of media arts, how artists and technicians use materials, media arts technologies, processes, and environments in art making • Develop personal answers to aesthetic questions • Analyze and evaluate audience response to media artworks • Critically analyze how competing social, ethical, and sustainability considerations influence design choices <p>Communicating and documenting</p> <ul style="list-style-type: none"> • Share, document, and appreciate media artworks in a variety of ways and contexts • Create works of art with a specific audience in mind • Demonstrate respect for self and others through image making and use of materials • Use media arts to communicate and respond to social and environmental issues occurring locally, regionally, and globally as they connect to personal values <p>Creating and expanding</p> <ul style="list-style-type: none"> • Create artistic works to reflect personal voice, story, and values in connection with a specific place, time, and context • Explore Aboriginal perspectives and knowledge, other ways of knowing, and local cultural knowledge to gain understanding through media arts • Create personally meaningful artistic works that demonstrate an understanding and appreciation of how content and form influence, and are influenced by, personal, social, cultural, environmental, and historical contexts • Demonstrate the increasingly sophisticated application of the elements and principles of design, image development strategies, and media arts processes and technologies • Demonstrate safe use, care, and maintenance of tools, equipment, materials, and work space • Use materials in an environmentally responsible way, considering their level of biodegradability and their potential for reuse and recycling • Apply problem-solving skills to facilitate innovation • Use media arts technology to manipulate selected visual elements and principles of art and design • Analyze how cultural beliefs, values, and ethical positions affect the development and use of technologies 	<ul style="list-style-type: none"> • a range of local, national, global, and intercultural media artists and genres • traditional and contemporary Aboriginal worldviews, and cross-cultural perspectives, stories, and history as expressed through media arts • personal and social responsibility associated with creating, perceiving, and responding in media arts • the skills and training required for various career opportunities in media arts

Big Ideas – Elaborations

- **Media arts:** unique art forms that employ film, video, new media, and sound as a means of artistic expression
- **artist:** an individual, including a student, who creates or designs artworks
- **mind and body:** e.g., hands-on experiences activate students' minds

Curricular Competencies – Elaborations

- **technologies:** in media arts, any image-making technology, such as cameras, computers, software, props, lighting; includes the improvisational use of miscellaneous items
- **skills:** including problem-solving skills
- **sources of inspiration:** e.g., experiences, traditional cultural knowledge and approaches, places (including the land and its natural resources), people, information, and collaborative learning environments
- **critique:** feedback strategies (e.g., one-on-one dialogue, safe and inclusive group discussions, reflective writing, gallery walks)
- **document:** activities that help students reflect on their learning (e.g., drawing, painting, journaling, taking pictures, making video clips or audio-recordings, constructing new works, compiling a portfolio)
- **manipulate:** to alter the meaning or effect of images; often done to reflect stylistic or cultural influences

Content – Elaborations

- **media technologies:** e.g., video production, layout and design, graphics and images, photography (digital and traditional), new emerging media processes (e.g., performance art, collaborative work, sound art, network art, kinetic art, biotechnical art, robotic art, space art)
- **elements of design:** e.g., colour, form, line, shape, space, texture, tone, value, time
- **principles of design:** e.g., balance, contrast, emphasis, harmony, movement, pattern, repetition, rhythm, unity, depth, proportion and scale, sequencing, synchronization repetition, rhythm, unity
- **image development strategies:** e.g., abstraction, compression, distortion, elaboration, exaggeration, gesture, figurative, fragmentation, free association, juxtaposition, magnification, metamorphosis, minification, multiplication, point of view, reversal, rotation, simplification, stylization, thumbnail sketch, transformation
- **standards-compliant technology:** e.g., layout conventions, markup language, current web standards, other digital media compliance requirements
- **materials:** of media arts: e.g., modelling clay, interlocking blocks, props, toys, lighting
- **processes:** of media arts: e.g., animation, claymation, montage, soundscape, storyboard, fonts, formats, illustration, layout, loop, narrative, real time, still image, transposition

Content – Elaborations

- **pre-production:** the stage before a production begins; involves planning (e.g., developing treatments, writing and fine-tuning scripts or storyboards, designing costumes)
- **production:** the stage during which a product is actively created and developed; involves, for example, shooting video or film, developing negatives and making enlargements, setting up lights, programming a website
- **post-production:** the stage after most of the production stage is complete; involves fine-tuning and manipulating the production, resulting in a complete and coherent product (e.g., editing video footage, touching up and mounting photos, conducting multimedia tests)
- **ethical, moral, and legal considerations:** regulatory issues relating to responsibility for duplication, copyright, and appropriation of imagery, sound, and video
- **visual culture:** aspects of culture that rely on visual representation
- **persuasive techniques:** as they relate to narrative or text (e.g., ways of placing the viewer in a position to agree with or empathize with the artist's perspective)

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